Teacher Candidates' Views on the "Text Analysis Methods" Course in the Context of Language and Literature Education

Mesut Bulut

Atatürk University, Türkiye,   https://orcid.org/0000-0002-0733-0964

Abstract: The purpose of this study is to investigate the views of prospective teachers of Turkish language and literature on the "text analysis methods" course. In this study, which used the qualitative research approach, the case study design was used. 13 teacher candidates who are enrolled in the Turkish language and literature teaching program at a university in Turkey make up the research's participant group. The researcher used the literature review and expert comments to build a semi-structured interview form to get the participants' opinions regarding the "text analysis methods" course. The data were examined using a content analysis method. The findings indicate that the "text analysis methods" course provides a significant learning opportunity that presents potential instructors with a range of viewpoints. The course is successful in developing students' abilities to comprehend, analyze, interpret, and think critically about literary works as evidenced by the participants' varied viewpoints of its objectives and content. Participants made a point of emphasizing how the course's material was taught using cutting-edge scientific methods. Additionally, it was claimed that using relevant and trustworthy sources helped pupils develop scientific thinking skills. The requirement for more time and space that promote in-depth learning and support the accomplishment of instructional objectives is evident from differences in opinion regarding lesson duration. To improve the effectiveness of the course and give students a deeper learning experience, pre-service teachers advise using technological resources, interactive learning techniques, and analytical approaches. These results demonstrate how the "text analysis methods" course presents a significant opportunity for teacher candidates to develop their expertise in using literary texts to accomplish a variety of learning objectives. In light of this, it was determined that the research can offer information for the advancement of Turkish language and literary education as well as program updates.

Keywords: Teacher candidates, language and literature education, text analysis methods course, views

Introduction

Oral or written expressions are commonly considered to be text (Aykanat, 2012: 410). Text is also described as a form of expression and communication intended to communicate ideas at different levels of abstraction

through language. Only when a sentence fully agrees with the context in which it is employed does it have text value? On any topic, however, agreement cannot be reached in a single remark that answers all the questions and eliminates all ambiguity. Consequently, the text is a medium of communication and comprehension that is composed of sentences, or, to use a more precise term, that is interwoven with sentences. The text is formed by each linguistic unit in the line from voice to paragraph. Language is used to communicate and to understand. The text's type, size, style of expression, and linguistic characteristics are determined by the narration and agreement's intended audience, its subject, and the communication channel employed. Texts governing daily life's activities and texts of a scientific, philosophical, literary, or artistic nature differ from one another. The text's organization and style are also influenced by its intended audience. Texts are language-based constructions that organize ideas and emotions during periods of historical, cultural, and social change. So much so that books are the only way to comprehend historical, cultural, and social developments. In other words, without texts, it is impossible to completely comprehend these developments (Aktaş, 2009). A text is a linguistic unit that possesses cohesiveness and cohesion, and it consists of relationships between sentences at different levels. In addition to their inherent meaning, sentences also take on additional meaning based on their surroundings, including the phrases that come before and after them. Because of this, rather than analyzing each sentence individually in text analysis, the sentences are taken as a whole. Text is a unit of language that can be comprehended, and interpreted, and carries specific messages dependent on the social and cultural settings in which it is used (Torusdağ & Aydın, 2017).

The field of textual studies examines the steps taken by a literary work from its conception to its reader. In the domains of literature, linguistics, and criticism, the term "text" is frequently employed as a translation of the Western word "text". Textual studies seek to comprehend the text's intrinsic organization in addition to its surface meaning. examination and examination of text texture are crucial in this situation. The components of the literary work, the theme, the usage of symbols, and the language itself are all examples of text texture. These studies assist us in comprehending the text's weave, or how it is organized and makes sense of. Textual analysis suggests that the literary work is an "analysis and composition" text, meaning that it is being examined and is awaiting the reader's analysis and synthesis. Analyzing is a type of analysis that helps the reader comprehend the material at hand in greater detail and is a crucial part of textual studies (Mengi, 2007: 408). Textual analysis establishes any literary work's integrity. According to a particular technique, textual analysis entails the examination, evaluation, and interpretation of every aspect that makes up the total, including its meaning, structure, language, and style down to the tiniest bits. The study of literature is not merely a subject taught alongside language, ethics, history, or sociology, nor is it a completely aimless, haphazard, and illogical educational activity that falls far short of all pedagogical norms (Çetişli, 2006). The activity of textual analysis has a theoretical foundation. Modern text linguistics is used for text analysis. According to this approach, texts must be "informative", "acceptable", "situational", and "intertextual", as well as generated for a particular "purpose" and "consistent" in both surface and deep structures. Understanding text-linguistic analysis makes it simpler to ascertain the author's intended message in literary writings that cannot be comprehended at first glance and calls for a special reading technique (Torusdağ & Aydın, 2017).

The Turkish literature curriculum is built around the idea that students should first evaluate the texts before examining their meaning and expression. This curriculum is made to assist students in analyzing the texts in light of what they have since learned. It is hoped that students will develop text analysis, critical reading, and comprehension abilities and apply them to enjoy life rather than simply remembering facts without appreciating the value and purpose of Turkish literature studies (MEB, 2011). In secondary Turkish Language and Literature teaching courses, the efficient application of language skills in the context of text analysis requires the employment of advanced cognitive, affective, and social abilities in the learning process. The teaching of fundamental language skills in the Turkish Language and Literature curriculum is centered on reading, writing, and oral communication and is linked to the tasks that must be done during the learning process (Göçer, 2016: 126). Regardless of the context in which it is viewed, literature should be regarded as a branch of the fine arts. Literature is viewed as a discipline of science that tries to analyze, evaluate, and interpret literary works, as interpreted in this evaluation. Many different ideas, methods, and approaches can be used in the study of literature. While there are many reasons to study literature, the main one is to simultaneously give the student a solid language education. Because literary writings frequently feature the most extensive use of a language. In this approach, literary works and the study of literature as a whole function as a fundamental teaching aid for languages. One of the main objectives of literary education in the modern day is to teach pupils about the culture of the society they live in. Through its literary output, a nation transmits its culture. Students naturally gain an understanding of the culture of the nation they are a part of while analyzing and evaluating literary studies (Karadeniz & Gürsoy, 2014: 100-101).

Education is responsible for shaping and upholding social values and directing people's lifestyles in addition to giving knowledge and skills. There is a clear connection between literature and education within this framework. Every country's language and literature serve as the foundation for its culture and aid in its dissemination. The improvement of students' reading comprehension, communication, and expression abilities is the main goal of teaching Turkish language and literature in high schools. It is challenging to assert that elements like student attitudes and the effectiveness of the educational process are effectively recognized and utilized, nonetheless. By looking at the connections between teaching methods, student behavior, and learning, we may now have a better understanding of the state of Turkish language and literature instruction. Therefore, it is crucial to assess the quality of Turkish language and literature instruction (Balcı, 2014). Education in literature is crucial for the development of artistic taste, the concrete expression and interpretation of cultural values, and the expression of life with a higher level of awareness and sensitivity. Lessons in literature are crucial for developing strong reading, thinking, comprehension, and expressive abilities. The literature curriculum contains a sizable quantity of knowledge regarding the background of literature. The methodologies utilized in the literature, however, are insufficient to produce the appropriate results when the course's overall objectives are taken into account (Algül and Selçuk, 2019: 46). An atmosphere is created for students to develop in terms of language, literature, art, and aesthetics through the study, research, and evaluation of works of literary merit within the context of Turkish Language and Literature Education provided in high schools. This viewpoint makes the significance of teaching Turkish language and literature courses clearer. Text analysis, including text selection, should be a part of text-based literary education (Göçer, 2014). Literary texts are the

fundamental teaching resources for both literature and mother tongue instruction. Thus, a key component of these courses is the analysis of literary texts and other text-related disciplines. It can be claimed that text analyses have recently gotten greater attention in literature classes than literary history. But to properly teach a subject, one must first be well-versed in its theoretical underpinnings, choose the best teaching strategies, and comprehend the subject (Günday, 2012: 2). "*Numerous techniques have been created for assessing literary texts during the past century, particularly in more recent times. Some of these include new criticism, structuralism, hermeneutics, textualism, linguistics, semiotics, semantics, and stylistics*" (Çetişli, 2006: 6). One of the crucial questions a literature educator should consider while working with a literary book is how to approach it. This strategy won't be effective if the literature teacher treats the literary material carelessly. This strategy was adopted after other, equally significant strategies for handling or instructing literary works. In other words, when it comes to teaching literature, both content and manner matter. The literary educator should be familiar with these techniques and apply them when analyzing literary studies. Literature teachers will assist pupils in developing different viewpoints by using analysis techniques (Karadeniz & Gürsoy, 2014: 102). Turkish language instruction focuses on reading, analyzing, and interpreting texts. In this regard, texts serve as the primary means of achieving the aim of teaching Turkish (Demir & Açık, 2011: 51). As a result, studying literature entails becoming familiar with a variety of theories and viewpoints, as well as understanding how to evaluate texts and placing them in their historical and social contexts. It's critical to recognize the variations among various textual schools, identify the writing styles of authors who write about related topics, and comprehend the connections between literature and other forms of art. The educational and cultural aspects of literary writings should be taken into account in addition to their aesthetic value. The objective of teaching literature cannot be accomplished if the integrity of these components is not guaranteed. Because of this, a variety of techniques ought to be combined, and departments that teach Turkish and Turkish Language and Literature Teachers ought to create successful curricula in this regard. These initiatives are crucial to ensuring that instructors, who are crucial to the analysis of literary texts and the teaching of literature, successfully employ the techniques (Günday, 2012: 15).

With text analysis or analyses, which have a very important place in Turkish language and literature education, students have the opportunity to understand the subtleties of language, the breadth of culture, and aesthetic value (MEB, 2018). Texts can be used as a tool to develop research skills and critical thinking skills, to understand the cultural context, and to make sense of the relationship between language and mind. Students can improve their grammar and language processing skills by using textual analysis. As a result, text analyses support students' intellectual development and enable them to learn texts related to language and literature in depth. In this context, it is thought that this research on how the students perceive the course content seen in the "text analysis methods" course, which is taught as a course for understanding and analyzing literary texts, each of which contains semantic integrity, what their views on the achievements of this course are, what they think about the importance of text analysis methods is important in terms of skills related to understanding and analyzing text in Turkish language and literature education. In this context, it is aimed to analyze and contribute to the literature by taking their opinions about the course taught for a semester. This study aims to collect and analyze the opinions of prospective Turkish language and literature teachers about the "text analysis methods" course

through a semi-structured interview form consisting of open-ended written questions, and to contribute to the literature by addressing their opinions on "text analysis methods" in the context of "Turkish language and literature education, teacher training and development".

Purpose of the Study

In this study, which was prepared to determine the opinions of prospective Turkish language and literature teachers about the "text analysis methods" course in the context of language and literature education, answers to the following questions were sought.

- How do prospective Turkish language and literature teachers define the "text analysis methods" course?
- What kind of contributions do prospective Turkish language and literature teachers think that the "text analysis methods" course will make to their careers?
- What do prospective Turkish language and literature teachers think about the adequacy of the "text analysis methods" course duration?
- What do prospective Turkish language and literature teachers think about the importance of the "text analysis methods" course?
- How do the prospective teachers of Turkish language and literature evaluate the current content of the "text analysis methods" course in terms of scientificity and topicality?
- What opinions and suggestions do prospective Turkish language and literature teachers have to increase the efficiency and effectiveness of the course in terms of the learning-teaching process within the scope of the "text analysis methods" course?

Method

In this section, the research design, study group, data collection tools, reliability and validity, and data analysis are presented.

Research Design

The case study design, one of the qualitative research methods designs, was used in this study to examine the opinions of prospective Turkish language and literature teachers about the "text analysis methods" course in the context of language and literature education. A qualitative process is followed to reveal perceptions and events realistically and holistically in the natural environment, and qualitative research techniques provide sensitivity to the natural environment. The researcher has a participatory role, adopts a holistic approach, makes it possible for perceptions to be revealed, and has flexibility in the research process (Yıldırım & Şimşek, 2013: 45-47). Case studies are another name for it. It is employed to find solutions to scientific concerns because of its unique characteristics (Büyüköztürk et al., 2020: 24). There are several names for case studies. The case study, case

study, and case analysis formats are used to provide the material. It is referred to as a "case study" in English. Case study is widely regarded as an excellent technique, particularly in the area of language learning, and has made numerous contributions to the field of social sciences (Taghisoylu, 2022: 1161). Using a variety of sources, including interviews, observations, audio-visual materials, documents, and reports about various limited systems (situations) connected to a real-life, current situation, the researcher gathers information and presents case themes in a case study (Creswell, 2020: 99). The steps in a case study include identifying research questions, developing sub-problems, choosing instances or circumstances, choosing participants, gathering data, and interpreting that data. Even though it appears difficult, the case study is not conducted using a systematic process like other methods are. The case study's conclusions are typically gathered via techniques like documentation, archival records, interviews, direct observation, and participant observation (Poyraz, 2018: 49).

Study Group/participants

The study group for this research was chosen using the criterion sampling approach, one of the purposeful sampling techniques. The fundamental idea behind this sample is to look at all circumstances that fit a certain set of requirements. The researcher may devise the criteria or criteria mentioned below, or they may be taken from a list of criteria that have already been produced (Yıldırım & Şimşek, 2013: 140). The purpose of this sampling is to analyze and assess circumstances that fit certain predefined criteria. The purpose of this sampling is to analyze and assess circumstances that fit certain predefined criteria (Patton, 2014). The completion of the "text analysis methods" course was used as a factor in the selection of participants in the process of collecting data using the semi-structured interview form. Because they did not take the "text analysis methods" course, pre-service teachers enrolled in the first, second, and third grades of the pertinent faculty of education, where the data were collected, were excluded from the study. Participants in the study in this context are pre-service teachers who are enrolled in the 4th-grade Turkish language and literature education department of the education faculty of a university in Turkey. Table 1 contains personal data about the participants.

Table 1. Personal information of the participants

Participants	Age	Gender	Graduated High School
TC_1	21	Female	Anatolian Imam Hatip High School
$İTC_2$	21	Male	Anatolian High School
TC_3	21	Female	Anatolian High School
TC_4	21	Male	Anatolian High School
TC_5	25	Female	Science High School
TC_6	22	Female	Anatolian High School
TC_7	23	Female	Anatolian High School
TC_8	21	Female	Anatolian High School
TC_9	21	Female	Anatolian High School
TC_{10}	28	Female	Vocational and Technical Anatolian

Participants	Age	Gender	Graduated High School
			High School
TC_{11}	23	Female	Social Sciences High School
TC_{12}	23	Female	Anatolian High School
TC_{13}	22	Female	Vocational and Technical Anatolian High School

The table above shows the distribution of pre-service teachers who took the "text analyzing methods" course according to their age, gender, and high school: The ages of the participants vary between 21 and 28. It is seen that 11 of the participants and 2 of them are male. It is noteworthy that the majority of the participants are women. The participants graduated from various secondary education/high school institutions. Anatolian High Schools, Science High Schools, Social Sciences High Schools, and Vocational and Technical Anatolian High Schools. This diversity shows that pre-service teachers who graduated from various high schools were in the classroom, participated in the research, and could contribute to the classroom discussions from various perspectives. Students attending Anatolian High Schools and Vocational and Technical Anatolian High Schools tend to be younger. On the other hand, the average age of individuals attending high schools such as Science High School or Social Sciences High School is higher. Anatolian High School (f=8), Vocational and Technical Anatolian High School (f=2), Social Sciences High School (f=1), Science High School (f=1), Anatolian Imam Hatip High School (f=1). It is seen that most Anatolian High School (f=8) graduates participated in the study. Two of the students who graduated from Anatolian High School (f=8) were male and the remaining six were female. It was determined that all of the pre-service teachers who graduated from other high schools were female in terms of gender.

Data Collection Tool

In the study, a semi-structured interview form was employed to collect data using the semi-structured interview technique. In this method, the interview questions are prepared before, but during the interview, the interviewees are given some latitude and the questions can be rearranged and discussed. The interviewees also have control over the research in this kind of interview (Ekiz, 2009: 63). Fixed-choice responses and the capacity to delve deeply into the pertinent field are both combined in semi-structured interviews. The ability to easily analyze the data, letting the interviewees express themselves, and offering in-depth information as needed are the main benefits of semi-structured interviews (Büyüköztürk et al., 2020: 159). Studies utilizing qualitative research techniques are expanding in the social sciences. One of the most popular methods for gathering data in qualitative research across a range of subjects and disciplines is the interview, particularly the semi-structured interview (Polat, 2022: 161). The study's interview questions were carefully crafted to be simple to grasp and devoid of extraneous guidance for the participants. To determine whether the questions were relevant, clear, and pertinent to the research themes, we sought the advice of subject matter experts. Following the advice of two lecturers who are authorities in respective domains, a 6-question open-ended interview form was created. The

form was used, interviews were completed, and data was collected when there were no issues. Six pre-service teachers who were not a member of the research group were assessed by asking these questions to pilot-check the readability and comprehension of the interview questions. The semi-structured interview form was expanded to include a "personal information" component for the participants to complete.

Validity and Reliability

Credibility and transferability are two ways that the concept of validity is expressed in qualitative research. Consistency and confirmability are two ways to describe reliability (Yıldırım& Şimşek, 2013). Instead of using the ideas of validity and reliability in this study's qualitative research methodology, it would be more accurate to utilize the terms credibility, transferability, consistency, and confirmability. Validity and reliability are quantitative research-specific concepts that are incompatible with the fundamental ideas and paradigm of qualitative research (Mills, 2003). The focus of content analysis is "inter-coder consensus" in the data analysis (Creswell,2020). The reliability formula Reliability = Consensus/Consensus+Disagreement X 100 was used for the coding of both investigations (1994, Miles & Huberman). According to Yıldırım &Şimşek (2013), coding dependability has been attained when there is an agreement rate of 70% or above. The researcher and a faculty member with experience in separate coding of qualitative research also compared the data gathered during the interview in terms of consistency rate.

 A thorough account of the research method is one of the key requirements for demonstrating validity and reliability in qualitative research. It should be clear how the participants were chosen, the selection criteria, the instruments used and how they were prepared, the data collection methods, and the analysis and interpretation methods. Therefore, the essence of dependability and validity is accurately reporting the full study procedure as it occurred (Batdı, 2021: 225).

Analysing of Data

In the study, content analysis was used to categorize and assess the information gathered based on the opinions of prospective Turkish language and literature instructors regarding the "text analysis methods" course in the context of language and literary education. The systematic, comprehensive, and intentional investigation of the contents of interviews, field notes, and written materials is known as content analysis. All forms of text content are the focus of content analysis. These include all genres of texts, including books, journals, etc., as well as verbal expressions from television, ads, and other visual mediums that have been translated into writing. Understanding the meaning of the text's content and its primary emphasis on interpreting it within this context is the goal of content analysis (Bal, 2021: 250). The clear and observable substance of messages can be explained via content analysis in a measured, quantifiable, and verifiable fashion (Cevher, 2015: 391). Finding concepts and correlations that can explain the data that has been gathered is the major goal of content analysis. The data that were summarized and interpreted in the descriptive analysis are subjected to more thorough processing in content analysis, and as a result, concepts and themes that were missed by the descriptive technique might be

identified. The gathered data must first be conceptualized for this goal, after which it must be logically structured by the new concepts and themes that are forming (Yıldırım &Şimşek, 2013). Based on the content analysis technique, frequency analysis and category analysis were performed. By quantifying how frequently events happen throughout time in numerical, percentage, or proportional forms, frequency analysis aids in our understanding of the significance and intensity of various phenomena. Using this analysis method, items are rated in terms of importance, and a frequency-based classification is produced. Contrarily, in categorical analysis, a given message or set of data is first separated into units and then classified by specified criteria. This stage includes the coding of messages or the interpretation of their significance. The meaning units or items are grouped into groups after which the frequencies of the items within each category are computed. These analyses aid in the more meaningful organization and interpretation of the data (Bilgin, 2006). An approach called content analysis enables objective, systematic investigation of verbal, textual, and other information (Tavşancıl & Aslan, 2001). The most cutting-edge research techniques and methodologies are used in every branch of science. The social sciences typically employ the content analysis method. One effective method for locating overarching themes connected to the research topic is content analysis. This method also offers recommendations for further scientific investigation. Both qualitative and quantitative methods can be used when applying content analysis approaches. To get at the truth in qualitative content analysis, the method begins by posing "what, why, and how" questions. This context attempts to disclose some implicit messages that are not immediately visible (Metin & Ünal, 2022: 275). Descriptive (how, what, etc.) and explanatory (why) inquiries are common in qualitative content analysis studies. Instead of focusing on the content's obvious dimensions, the goal is to find hidden messages or messages (Yüksel, 2019: 142). According to the qualitative research methodology, this study was carried out. Using the content analysis method, the data were categorized, themes and codes were identified, and then the results were defined and interpreted. The study comprises the thoughts on the "text analysis methods" course from aspiring Turkish language and literature instructors. The data was gathered using semi-structured interview forms, and similar statements, categories, and codes were created. Themes, categories, codes, frequency distributions, and percentages were displayed in tables. The viewpoints of pre-service instructors were substantiated by direct citations from them. The researcher's professional judgments also had an impact on how appropriate the results were. By talking about the agreed-upon and debated topics regarding the findings, themes and categories were created. The data were coded using the study's questions, after which they were categorized and displayed in tables with frequencies and percentages. Participant comments support the results in the tables. Participants' points of view were communicated, and codes for objectivity and dependability were provided to them. Although the opinions of the participants were clearly articulated and coded in this framework, acronyms based on coding were made for each of them as "Turkish language and literature teacher candidates" (TC1, TC2, etc.).

Research Ethics

Permission was granted by the Atatürk University Social and Human Sciences Ethics Committee Educational Sciences Unit Ethics Committee's decision dated January 16, 2023 and numbered 01/07.

Findings and Comment

The results for the sub-problems related to the study of perspective Turkish language and literature teachers' perceptions of the "text analysis methods" course in the context of language and literature education are presented in this part. The findings were analyzed and presented in tables with themes, codes, participants, frequencies, and perceived frequencies in this context. The findings related to the definition of the text analysis methods course, its contributions to pre-service teachers, the appropriateness of the course duration, the evaluation of the course content in terms of scientificity and topicality, the importance of the course for pre-service teachers, and the opinions on increasing the efficiency and effectiveness of the course.

Table 2. Pre-service teachers' opinions on the question "How would you define the concepts that you think should be included in the content of the course "text analysis methods"?

	Participants	Code	f	%
Description of Text Analysis Methods Course	TC_3, TC_4, TC_6	No response	3	23,07
	TC_7, TC_{11}, TC_{13}	A course that examines many prose writing genres, including stories, novels, myths, and folktales	3	23,07
	TC_9 TC_{10}, TC_{12}	A fruitful lesson that enables thorough text analysis	3	23,07
	TC_1	A course covering topics including the definition of text, what constitutes a text, and what qualities a good text must have, including content and how to conduct text analyses	1	7,69
	TC_2	A Course covering ideas like context, semantics, and syntax	1	7,69
	TC_5	A Course that teaches literary text analysis	1	7,69
	TC_8	A self-explanatory Course	1	7,69
Total			**13**	**100**

When Table 2 is examined, "How would you describe the concepts that you think should be included in the content of the text analysis methods course for prospective teachers?" TC3, TC4, TC6; It seems that these participants did not express their opinions about the content of the course. This shows that these participants avoid expressing their opinions regarding the course description. TC7, TC11, TC13; These participants see the course as an analysis of prose genres such as stories, folk tales, legends, and novels. These students stated that the main emphasis of the course was the analysis of various literary genres. TC9 TC10, TC12; these participants see the course as a productive opportunity for text analysis. They seem to emphasize that the course is designed to help students become better at reading materials closely. TC1; According to this participant, the course content includes the concept of text, its prerequisites, and the characteristics of a good text. He stated that the course emphasized basic text features. TC2: In this perspective, the organizational chart of the course is explained by focusing on grammatical and semantic structural ideas such as syntax, semantics, and context. The course aims to examine the linguistic and semantic organization of texts. TC5; According to this participant, the course emphasizes teaching literary text interpretation. He defined it as a course that emphasizes the need to understand the concepts, content, and grammatical structures of literary texts. In general, in the answers given to this question, the opinions of prospective teachers about the content of the "text analysis methods" course are diverse. Some did not express their opinions, some understood the course as literary genre analysis, some evaluated it as an opportunity for text analysis, and some stated that the course was on text features or grammar-semantic structure analysis. Teaching literary text interpretation is also a prominent perspective. These different perspectives show that the goal and content of the course are approached from different angles.

Some of the participants' views on the subject are quoted below:

"Text analysis methods course; "Is a course that includes topics such as the definition of a text, the conditions for being a text, the characteristics that a good text should have, and in which the student can actively participate by analyzing these topics through sample texts." **(TC1)**

"Concepts such as syntax, semantics, and context may be included." **(TC2)**

"I think we learned important concepts about how to evaluate any literary text." **(TC5)**

"I find it sufficient, I do not think there is a need to explain it with other concepts." **(TC8)**

"Texts are the mention of folk legends, idioms, and proverbs mentioned in the texts. "I think these should happen." **(TC11)**

"In addition to a superficial reading of a text, we understand what the author wants to tell us by examining the story in depth." **(TC12)**

Table 3. Pre-service teachers' opinions on the question "In which ways do you think this course will contribute to you in your professional career?"

		Participants	Code	*f*	*%*
Contributions to Their Professional Careers		TC$_2$,TC$_4$, TC$_7$, TC$_8$, TC$_{12}$	Contribution on how to analyze a text, what to pay attention to when examining a text	5	38.46

TC_1, TC_{10}, TC_{13}	Contribution to in-depth text analysis	3	23.07
TC_3, TC_9	Contribution to understanding the importance of the text in the context of textuality criteria	2	15.38
TC_6, TC_{11}	Contribution to explaining the texts in textbooks and presenting different perspectives	2	15.38
TC_5	A course in which concepts about how literary texts are analyzed are taught	1	7.69
Total		**13**	**100**

When examining Table 3, it can be seen that participants with codes TC_2, TC_4, TC_7, TC_8, and provided frequencies *(f)* and percentages *(%)* of the contributions they believe the 'text analysis methods' course will offer to their professional careers in response to the question, 'In what ways do you think this course will contribute to your professional career? According to this group of participants, 4 participants (38,46%) expressed that the course provided contributed to helping them understand how to analyze texts and what to pay attention to in text analysis. TC_1, TC_{10}, and TC_{13},   3 participants in total (23,07%) stated that their skills in analyzing texts in depth were improved. Participants with codes TC_3 and TC_9, a total of 2 participants (15,38%), advocate the contribution of understanding the significance of a text in the context of textual criteria. Participants with codes TC_6 and TC_{11}, totaling 2 participants (15,38%), stated that the course provided contributions to explaining texts in textbooks and offering different perspectives. The participant with code TC_5 (7,69%) stated that this course enhanced their skills in understanding and valuing texts. The responses to this question indicate that teacher candidates evaluating the contributions of the 'text analysis methods' course to their professional careers hold various opinions. Participants expressed that the course provided skills in text analysis (38,46%), improved abilities in in-depth analysis (23,07%), supported understanding the importance of texts (15,38%), contributed to explaining texts in textbooks, and offered different perspectives (15,38%), and enhanced skills in understanding and evaluating texts (7,69%). These findings reflect diverse perspectives on how the course can impact professional development in various aspects.

Some of the participants' views on the subject are quoted below:

> *"When the topics of stories and novels were covered in the course, it taught me how to approach the text as a teacher - how to examine the text under which headings, and how to present it to the students. Personally, it also allowed me to see a text differently in every sense. I don't read texts empty-mindedly; I look at them differently. I delved into many literary details in the texts I read..."* **(TC_7)**

"Up until now, when I analyzed a text, I generally touched on certain main points. However, I believe that this course has contributed to my attention to the conditions (criteria) for a text, coherence, cohesion principles, etc." **(TC$_9$)**

"I believe that I will be able to explain texts correctly to students while doing my profession. I think that by not just looking at texts superficially, I will also bring creative yet realistic interpretations, and I believe I can convey this to my students." **(TC$_{10}$)**

"I believe that the texts included in Turkish language and literature textbooks will be better understood." **(TC$_{11}$)**

"In teaching practice courses, I observed that students were indifferent to literature classes. I believe that what I learned from the text analysis methods course will greatly contribute to me in explaining a text to students and in making them love a text." **(TC$_{12}$)**

Table 4. Do you find the two-hour duration of the course in the program sufficient, why? Opinions on the question

Sufficiency of Lesson Duration	Participants	Code	*f*	*%*
	TC$_1$, TC$_2$, TC$_3$, TC$_4$, TC$_5$, TC$_6$, TC$_7$, TC$_9$, TC$_{10}$,TC$_{11}$, TC$_{12}$, TC$_{13}$	Insufficient lesson time	12	92.31
	TC$_8$	Lesson time is sufficient	1	7.69
Total			**13**	**100**

When Table 4 is examined, "Do you find the two-hour duration of the course in the program sufficient?" When Table 4 is examined, "Do you find the two-hour duration of the course in the program sufficient?" Why? The question shows the participants' perspectives on the adequacy of the two-hour class period. According to the distribution of opinions, only one participant TC$_8$ (7,69%) found the course duration sufficient, while the majority of the participants found the course duration in TC$_1$, TC$_2$, TC$_3$, TC$_4$, TC$_5$, TC$_6$, TC$_7$, TC$_9$, TC$_{10}$, TC$_{11}$, TC$_{12}$, TC$_{13}$ (92,31%). He believes that not enough time has been allocated for this. The fact that the majority of participants found the duration of the course insufficient may be due to the intense content of the course or the inability to fully cover the topics covered. It has been determined that a two-hour lesson duration is not considered sufficient time for effective explanation of the lesson, effective learning, and comprehension. It may be considered that additional time is needed, especially for technical, in-depth, or comprehensive training. However, it is noteworthy in the table that only one participant (TC$_8$) stated that he found the lesson hours sufficient. This participant may have enjoyed the course structure, topic, or teaching method more. This person, who believes that he can complete the course objectives more effectively, may have believed that a shorter period was sufficient due to his previous experiences or learning habits. In general terms, as shown in the table, the majority of respondents think that the course duration is insufficient.

Some of the participants' views on the subject are quoted below:

"I do not find the two-hour duration of the text analysis methods course sufficient. Because there were times when each person in our class was insufficient to examine and analyze a text in detail and a descriptive manner within the context of the topics we covered in the course." **(TC₁)**

"I do not find the course duration sufficient. Because there are many topics to be explained and covered. I don't think it's a lesson that can be taught superficially..." **(TC₄)**

"Two hours of class time is not enough because it takes a long time to handle, analyze, and interpret every aspect of a text." **(TC₉)**

"I do not find the time sufficient. Because learning the concepts first and then doing practice-based activities during the course is only sufficient for permanent learning." **(TC₁₃)**

Table 5. How do you evaluate the current content of the "text analysis methods" course in terms of scientificity and topicality? Opinions on the question

Scientific and up-to-date Course Content	Participants	Code	f	%
	TC₁, TC₂, TC₃, TC₄, TC₅, TC₆, TC₇, TC₈, TC₉, TC₁₀, TC₁₁, TC₁₁, TC₁₃	Current content is scientific and up-to-date	13	100
Total			**13**	**100**

When Table 5 is examined, how do you evaluate the current content of the "text analysis methods" course in terms of scientific and up-to-date? It shows that all participants (100%) evaluated the course content positively in terms of being up-to-date and scientific. The fact that each participant found the course content up-to-date and scientific suggests that the course offers students an approach based on scientific methodology by providing relevant information. This may indicate that the course provides students with an in-depth understanding of these fields by providing students with information from reliable and up-to-date sources. The findings show that the content of the "text analysis methods" course was generally evaluated positively in terms of scientific and up-to-date. Such comments can also be seen as an important sign that the course is considered important.

Some of the participants' views on the subject are quoted below:

"The concepts we see in the course content are extremely scientific. Thanks to these, we learned to approach a text scientifically. I think it is up to date." **(TC₂)**

"We learned how to look at texts from a scientific perspective. In terms of topicality, we obtained information about new literature and examined impressions through the texts examined and stories taken from contemporary literature." **(TC₆)**

"We use different articles and scientific writings when examining the texts in this course. This adds a scientific nature to the lesson." **(TC₉)**

"We evaluated the content of the texts covered in the course in terms of their relevance to today's issues and their scientific nature." **(TC₁₁)**

Table 6. What do you think about the importance of the "text analysis methods" course as a Turkish language and literature teacher candidate? Opinions on the question

		Participants	Code	f	%
The Importance of Text Analysis Methods	Course	TC_1, TC_2, TC_7, TC_8, TC_{10}, TC_{11}	Understanding and analyzing the text based on scientific foundations	6	46.15
		TC_6, TC_9, TC_{12}, TC_{13}	Gaining different perspectives and higher-level thinking skills	4	30.76
		TC_3	Understanding and making sense of literature	1	7.69
		TC_5	Understanding the text, providing critical reading	1	7.69
		TC_4	No answer	1	7.69
Total				**13**	**100**

When Table 6 is examined, participant perspective teachers' responses to the question "What do you think about the importance of the 'text analysis methods' course for prospective teachers of Turkish language and literature?" can be summarized as follows: According to prospective teachers who have a scientific perspective on text comprehension and analysis, the main purpose of the course in "text analysis methods" for prospective Turkish language and literature teachers TC_1, TC_2, TC_7, TC_8, TC_{10}, and TC_{11} - 46.15%) is to understand texts and analyze them using scientific methods. These prospective teachers emphasize the importance of methodical and analytical techniques for grasping the fundamental structures, themes, symbols, and language usage in texts. It can be said that these prospective teachers prioritize teaching students how to understand and critically examine texts.

Participants with codes TC_6, TC_9, TC_{12}, and TC_{13} (30,76%) have different perspectives and focus on using critical thinking skills in this context. They believe that critically analyzing texts is important, and they emphasize the significance of examining texts from various angles. It can be inferred that supporters of this view believe that teaching how to examine texts from various perspectives will strengthen their intellectual flexibility and enhance their capacity for in-depth analysis.

The participant with code TC_3 is focused on understanding and interpreting literature. According to this prospective teacher, the course in "text analysis methods" is particularly important for understanding and interpreting literary works. This perspective highlights that the course helps reveal how the language, theme, style, and narrative in a literary work are influenced.

Prospective teacher participant with code TC_5 (7,69%) believes in the importance of focusing on understanding the text and developing critical reading skills. This perspective emphasizes that the course has a significant

impact on students' knowledge of texts and the development of their critical reading skills. It highlights the importance of not only superficially understanding texts but also delving deeper into comprehension and learning how to analyze conveyed information.

Additionally, there is a participant in the table who did not respond to the question. Therefore, the perspectives of prospective teachers regarding the "text analysis methods" course reflect various aims, such as assisting in understanding and analyzing texts, evaluating from different perspectives, and enhancing critical thinking skills. These diverse perspectives demonstrate the different ways in which the course's effects manifest.

Some of the participants' views on the subject are quoted below:

"As a prospective teacher of Turkish language and literature, the 'text analysis methods' course has very important functions in terms of the gains. These include understanding and analyzing the text, approaching the text with different thinking skills." **(TC$_1$)**

"I think this course has significant benefits. Because, without the text, there is no literature. Literature is filled with texts. Therefore, to understand literature, we need to understand the text." **(TC$_3$)**

"I think the course has added a lot to us in our field. With this course, we understood how to do critical reading through texts. I think it is an important field course for us." **(TC$_5$)**

"As a literature teacher, I think it is a very important and useful course. Because when analyzing a literary text, first of all, it improves reading because we read that text carefully. It enables analytical and versatile thinking." **(TC$_9$)**

Table 7**.** What can prospective teachers do to increase the efficiency and effectiveness of the course in terms of the learning-teaching process? Opinions regarding the question

		Participants	Code	f	%
Recommendations for the Efficiency and Effectiveness of the Course in Terms of the Learning-Teaching Process		TC$_1$, TC$_{11}$	Addressing more senses with the help of technological tools in examining texts	2	15.38
		TC$_7$, TC$_{10}$	Focus on text reviews	2	15.38
		TC$_4$, TC$_9$	Increase the duration of the lesson	2	15.38
		TC$_5$, TC$_{12}$	Focusing on practices and activities	2	15.38
		TC$_3$, TC$_6$	No suggestions	2	15.38
		TC$_8$	Preparing before a text studies class	1	7.69
		TC$_{13}$	Focusing on event-based literary text analysis	1	7.69
		TC$_2$	Text review assignment	1	7.69
Total				**13**	**100**

When Table 7 is analyzed, the following statements emerged in the responses of the pre-service teachers to this question: "What steps can be taken to increase the efficiency and effectiveness of the lesson in the learning-

teaching process?": TC_1 and TC_{11} (15,38%) agree that using technology techniques to appeal to more senses and combining technological tools can increase the effectiveness of the lesson. They think that using interactive, auditory, or visual elements can help to better assimilate texts by providing more sensory experiences. TC_7 and TC_{10} coded pre-service teachers (15,38%) stated that text analyses should be emphasized. TC_4 and TC_9 (15,38%) suggested that the duration of the course should be increased. It is thought that a longer time frame can allow examining the texts in more detail and help the development of in-depth analysis skills. TC_5 and TC_{12} (15,38%) argued that more emphasis should be placed on practices and activities to increase the effectiveness of the course. It is thought that the effectiveness of the learning process can be increased by students' practical experiences and active participation in textual analysis. TC_3 and TC_6 (15,38%) did not make any suggestions. TC_8 (7,69%) strongly emphasized the need to plan the "text analysis methods" course. Students think that they can be better prepared for the course by accessing the texts in advance or having the chance to study the materials. TC_{13} (7,69%) suggested giving more importance to event-based literary text analysis in the course material. TC_2-coded pre-service teachers (7,69%) stated that text analysis assignments should be given. This suggestion reflects the aim of the course to increase both students' learning capacities and their participation in the learning-teaching process. In this way, it is thought that by providing pre-service teachers with the opportunity to examine certain texts independently, it is thought that it can help to develop their in-depth understanding of the text and their capacity to analyze texts. The pre-service teacher thinks that there are benefits to developing critical thinking skills and making in-depth literary analyses. Text analysis assignments can allow students to create their methods for text analysis and develop their understanding of many aspects of texts. This approach can enable students to explore texts more independently and engage in active learning.

Some of the participants' views on the subject are quoted below:

"By using visual or auditory tools such as video, audio, recording, etc., texts can be given in a way that appeals to more senses and students' learning can be made permanent." **(TC_1)**

"To make the lesson effective and efficient, students can be given text analysis homework."

"Course hours should be increased, two hours a week is not enough..." **(TC_4)**

"The theoretical part of the course can be tiring. Therefore, it is important to emphasize applications in terms of understanding the basic concepts." **(TC_5)**

"Text analyses in different genres can be emphasized." **(TC_7)**

"To teach the course efficiently, preparation should be done before the lesson." **(TC_8)**

"I think that the course will be more productive when analyses are made on more event-based texts." **(TC_{13})**

Conclusion, Discussion, and Recommendations

Various results were obtained in this study, which was prepared to examine the opinions of Turkish language and literature teacher candidates regarding the "text analysis methods" course in the context of language and literature education. According to the distribution of the participating teacher candidates who took the "text

analysis methods" course according to age, gender, and the type of high school they graduated from; It was determined that the participants were between the ages of 21 and 28. Although there were only two male participants out of a total of 13, the majority of the participants, namely 11 teacher candidates, were female. While teacher candidates who graduated from Anatolian High Schools and Vocational and Technical Anatolian High Schools represent younger age groups, those who graduated from Science High Schools or Social Sciences High Schools represent older age groups.

The results of the research regarding the definition of the content of the "text analysis methods" course show that prospective teachers have different perspectives on the subject of the course. While some participants preferred not to express their opinions about the content of the course, others appeared to focus on specific course components such as analysis of various literary genres, text analysis, and literary text interpretation. The results of the research coincide with the purpose of the "text analysis methods" course, which is to provide teacher candidates with the knowledge and skills to understand, evaluate, and interpret literary texts. In addition, prospective teachers expressed the opinion that it is important to focus on grammar and semantic structure analysis of the course.

It was determined that prospective teachers discussed the benefits of the course in various ways within the scope of their views on what benefits the text analysis methods course would provide to their professional careers. While some participants said that it helped them understand the issues that need to be taken into consideration in text analysis and text analysis, some participants stated that it increased their skills in doing in-depth text analysis. Participants stated that the course made significant contributions to their understanding of the importance of the text by emphasizing textuality criteria. In addition, these results, in which prospective teachers evaluated the benefit of the course on their professional careers from various perspectives, reveal that the course offers prospective teachers a rich learning experience in various ways.

Regarding whether the prospective teachers found the two-hour duration of the course in the program sufficient, only one participant found the duration of the course sufficient, while the majority of the participants thought that not enough time was allocated for the course. The reason for this may be that the course content is intense or the topics presented cannot be examined in depth. It turns out that additional time is needed for the course to be taught successfully, for students to learn more effectively, and for the course objectives to be fully achieved. However, the fact that only one of the teacher candidates found the length of the course sufficient also shows that individual experiences and learning styles can affect how much time is taken into consideration. As a result, an important topic of discussion has been raised regarding the duration of the course so that the course can be taught more effectively and completely. In addition, it can be said that the typical tendencies of teacher candidates regarding the length of the course duration have emerged. As a matter of fact, in some studies conducted in recent years in which the opinions of prospective teachers about various courses were discussed, it was stated that "the duration of the course should be increased"; research conducted by Bartan (2019), Coşkun (2020), Aslan (2021), Ogur (2022), Şahin (2023) are included in the literature.

It is understood that 100% (all) of the participants expressed their opinions about how scientific and up-to-date the content of the "text analysis methods" course was expressed by teacher candidates in favor. The fact that all participants believe that the course content is up-to-date and scientific can be considered an indicator that the course is taught within the framework of a scientific methodology based on reliable and up-to-date sources. This can also be seen as an important indicator that the course strengthens scientific thinking by giving students in-depth information on related topics. Participants' positive evaluations of the course content highlight how much importance students attach to the quality and content of the course. These results are very important as they reveal that the "text analysis methods" course benefits learners by showing that it has relevant and up-to-date content for academic learning processes.

The answers given to the question regarding teacher candidates' views on the importance of the "text analysis methods" course reveal different perspectives. Different perspectives emerge among the participating teacher candidates regarding "reading, interpreting and critically evaluating texts". While some pre-service teachers emphasize that the primary goal of the course is to examine and understand texts from an analytical perspective, others refer to critical thinking skills by weighing many perspectives and ideas. There are also teacher candidates who focus on examining and understanding literary works. This diversity demonstrates how the course impacts student teachers in a variety of ways and helps them acquire a range of skills for working effectively with texts. The fact that some teacher applicants declined to respond to the question also merits mention because it illustrates the diversity of their viewpoints and attitudes. In light of this, it can be claimed that the "text analysis methods" course provides aspiring teachers with a learning opportunity that takes into account many points of view and aids in the development of their comprehension, analytical, and critical thinking skills.

What actions can be taken to improve the course's efficiency and effectiveness in the learning-teaching process? is the question posed to prospective teachers. It covers a variety of tactics, such as the use of digital tools, interactive teaching tools, and a larger focus on text analysis. Additionally, concepts like extending the course's duration, emphasizing practices and activities, and preparing students for the course in advance with assignments draw attention. These recommendations from teacher candidates demonstrate the need for different approaches and tactics to be developed for the course to give students a more beneficial and effective learning experience. Projects involving the analysis of texts, in particular, can help students hone their analytical and independent thinking skills. This variety is due to the need to compare various approaches, techniques, and methodologies to raise the course's success as well as the fact that pre-service teachers have a lot of suggestions for how to enhance the curriculum and the learning process.

In general, the results of the research; show that prospective teachers have different perspectives on the topics covered in the "text analysis methods" course. This diversity shows that a wide range of topics are covered in the course material, including literary genre analysis and text interpretation. Pre-service teachers' different perspectives on the aims of the course show that they are consistent in terms of developing students' skills in understanding, evaluating, and interpreting literary texts. The outputs of the participants in terms of achieving

the outcomes of the course, developing text analysis skills, comprehending the criteria of textuality, and affecting the professional careers of pre-service teachers emphasize the importance of the course as an educational tool. The different opinions about the duration of the course in the program are a reflection of the fact that the content of the course should help students develop in-depth analytical skills. According to the opinions that the content of the course is up-to-date and scientific, it teaches students to think scientifically with data from reliable sources. The pre-service teachers' different perspectives on the importance of the course reflect various learning objectives in terms of developing comprehension, analysis, and critical thinking skills. As a result, pre-service teachers' suggestions for improving the effectiveness of the course range from technological integration to practice-oriented learning. According to the results of the research conducted by Altınok (2012), pre-service Turkish language and literature teachers stated that they could use technology effectively outside the university education process or that their previous educational experiences may have shaped this attitude. The fact that there is a positive attitude toward technology, in general, is considered an indicator that pre-service teachers have a positive approach toward instructional technologies.

These suggestions emphasize the need to combine more than one strategy, method, and technique to provide a richer and more effective learning environment. The aim is to develop a learning environment that can meet the different learning preferences of pre-service teachers.

The constructivist approach has enabled the use of new student-centered strategies, methods, and techniques in educational environments. Thus, collaborative teaching practices developed with the constructivist approach have replaced traditional classroom and teacher-centered teaching activities (Taş & Akoğlu, 2020: 959). One of the most important factors in achieving the desired success of a learning-teaching activity is the strategy, method, and technique preferred by the teacher (Yılmaz, 2017: 493). Therefore, as in every business, it is very difficult to conduct lessons without a program and plan. Therefore, it is vital to prepare for the lessons in advance. In addition to programs and plans, strategies, methods, and techniques that determine the way the lessons are taught and the way they are applied constitute the basis of these preparations (Arıcı, 2006: 299). The selection and application of teaching strategies, methods, and techniques is the most important decision to be made while structuring the learning-teaching process. To create a quality learning-teaching process, it is of great importance for teachers to be aware of how the strategies, methods, and techniques they choose affect student learning and the issues to be considered when using them (Uysal, 2010: 1). According to Uyar & Doğanay (2018: 196), it was determined that the application of student-centered strategy methods and techniques in various courses increased students' academic achievement.

Based on the research results, we can make the following suggestions:

- Investigating how the text analysis methods course can be more successfully adapted to various learning preferences and styles can contribute to language and literature education. These studies can provide more detailed data on how teacher candidates can achieve different pre-service learning goals. In this context, prospective teachers need to understand technology integration and how they can use

different strategies, methods, and techniques more competently in lessons to increase the effectiveness of the course in light of their suggestions. Therefore, how technological resources such as online resources, interactive platforms, or digital analysis tools can be included in the course content and their impact on student success can be examined in more detail.

- Long-term monitoring and evaluation studies can be conducted to determine how the text analysis methods course can further contribute to the professional development of teacher candidates. More information can be obtained about the long-term effects of the course by conducting studies on how prospective teachers apply what they learn in this course after graduation and how this knowledge affects their professional careers. Such research can enable us to see how the knowledge and skills acquired by students are applied in the learning-teaching process and to understand their situation more clearly.

- Similar research on teacher candidates can be conducted to determine how teachers who are actively working with different genders, age groups, or high school types interpret the course and how they achieve various learning goals. These studies can help us understand how to more accurately portray the inclusivity and diversity of the course. In addition, more comprehensive impact evaluation studies can be conducted to analyze the impact of the course on student success and the extent to which students achieve course outcomes. These studies can help obtain more definitive results by providing quantitative and qualitative evidence about the effectiveness of the course.

- The issue of how critical thinking and literary analysis skills can be improved through course content and teaching practices can be discussed in line with the suggestions of prospective teachers. Effective methods and techniques that will enable students to know their in-depth text analysis and interpretation skills can be researched in this field.

- It can be examined how the text analysis methods course can provide a stronger harmony with literature education. In this way, it can help us understand how to provide students with text analysis skills while also providing a deeper understanding of literary works. These studies can form the basis for research on the success of the "text analysis methods" course and the pedagogical contributions it offers to teacher candidates.

- Lesson durations, which are frequently mentioned by teacher candidates in their opinions about the "text analysis methods" course, can be increased by taking into account the theoretical and practical dimensions.

References

Aktaş, Ş. (2009). Edebî metin ve özellikleri. *Atatürk Üniversitesi Türkiyat Araştırmaları Enstitüsü Dergisi, 15*(39), 187-200. https://dergipark.org.tr/en/pub/ataunitaed/issue/2878/39638

Algül, F. N. ve Selçuk, S. (2019). "Kitapların dünyasında edebî aydınlanma türk dili ve edebiyatı konularının etkili öğretimi için edebi eserlerden yararlanma: Mai ve Siyah ile Servet-i Fünûn Örneği" *bilar: Bilim Armonisi Dergisi, 2*(2): 45-51. doi: 10.37215/bilar.2019257648

Altınok, Ş. (2012). Türk dili ve edebiyatı öğretmen adaylarının eğitimde teknoloji kullanımına yönelik tutumlarının değerlendirilmesi. *Eğitim Teknolojileri Araştırmaları Dergisi, 3*(2). https://www.academia.edu/46169281.

Arıcı, A. F. (2006). Türkçe öğretiminde kullanılan strateji-yöntem ve teknikler. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 7*(1), 299-307. https://dergipark.org.tr/en/pub/ataunisosbil/issue/2817/37941

Aslan, C. (2021). Uzaktan eğitimle yürütülen özel eğitim dersine ilişkin müzik öğretmeni adaylarının görüşleri. *Buca Eğitim Fakültesi Dergisi,* (52), 648-665. https://doi.org/10.53444/deubefd.980959

Aykanat, T. (2012). Karşılaştırmalı edebiyat bilimi ve karşılaştırmalı bir metin tahlili örneği. *Electronic Turkish Studies, 7*(3),409-427.

Bal, H. (2021). *Nitel araştırma yöntem ve teknikleri (uygulamalı-örnekli)*. 2. baskı. Sentez Yayıncılık.

Balcı, V. (2014). *Liselerde Türk dili ve edebiyatı öğretiminin değerlendirilmesi.* (Tez No.117299). [Doctorate dissertation, Anadolu University, Eskişehir]. Council of Higher Education (YÖK) National Theses Center.

Bartan, M. (2019). Okul öncesi öğretmen ve öğretmen adaylarının okul öncesi öğretmen yetiştirme lisans programı hakkında görüş ve önerileri. *Dumlupınar Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi, 3*(1), 24-36. https://dergipark.org.tr/en/pub/debder/issue/43652/514123

Batdı, V. (2021). *Nitel verilerin toplanması ve analizi. Eğitimde araştırma yöntemleri temel kavramlar, ilkeler ve süreçler içinde.*(ss.201-228*). B. Çetin, M. İlhan, M.G. Şahin (Ed.). Pegem Akademi Yayıncılık.

Bilgin, N. (2006). *Sosyal bilimlerde içerik analizi, teknikler ve örnek çalışmalar.* Siyasal Kitapevi.

Büyüköztürk, S., Çakmak, E., Akgün, Ö.E., Karadeniz, S., & Demirel, F. (2020). *Eğitimde bilimsel araştırma yöntemleri.* 29. baskı. Pegem Akademi Yayıncılık.

Cevher, E. (2015). Kamu üniversiteleri web sayfalarının kullanılabilirliğinin içerik analizi ile incelenmesi. *Gaziantep University Journal of Social Sciences, 14*(2), 387-402. http://jss.gantep.edu.tr

Coşkun, M. K. (2020). Sosyal bilgiler öğretmen adaylarının okul uygulaması dersine yönelik tutumlarının incelenmesi. *Uluslararası Sosyal Bilgilerde Yeni Yaklaşımlar Dergisi, 4*(1), 45-61. https://doi.org/10.38015/sbyy.667685

Creswell, J.W. (2020). Nitel araştırma yöntemleri beş yaklaşıma göre nitel araştırma ve araştırma deseni. Gözden geçirilmiş 5. baskı. (M. Bütün & S.B. Demir (Çev. Ed.). Siyasal Kitabevi.

Çetişli, İ. (2006). Edebiyat eğitiminde edebi metinin yeri ve anlamı. *Milli Eğitim Dergisi*, 34 (169), 1-10. https://dergipark.org.tr/en/pub/milliegitim/issue/36938/422341

Demir, A., & Açık, F. (2011). Türkçenin yabancı dil olarak öğretiminde kültürlerarası yaklaşım ve seçilecek metinlerde bulunması gereken özellikler. *Türklük Bilimi Araştırmaları,* (30), 51-72. https://dergipark.org.tr/en/pub/tubar/issue/16971/177327

Ekiz, D. (2009). *Bilimsel araştırma yöntemleri*. Genişletilmiş 2. baskı. Anı Yayıncılık.

Göçer, A. (2014). Türk dili ve edebiyatı öğretiminde ölçme ve değerlendirme (ss. 183-227), İçinde Türk dili ve edebiyatı öğretimi (Pedagojik formasyon öğrencileri için. Eds.: M. D. Erdem ve A. Akkaya. Pegem Akademi Yayınları.

Göçer, A. (2016). Öğretmen rolleri ve öğrenci etkililiği bakımından Türk dili ve edebiyatı eğitiminde metin çözümleme süreci. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi, 18*(2), 115-131. https://dergipark.org.tr/en/pub/akusosbil/issue/31333/339826

Günday, R. (2012). *Edebi metinlerin incelenmesi ve öğretimi.* 2. baskı. Elhan Kitap Yayın Dağıtım.

Karadeniz, A., & Gürsoy, Ü. (2014). Modern metin çözümleme yöntemlerinin eleştirel düşünme, yaratıcı düşünme ve problem çözme becerilerine etkisi. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 15*(2), 99-117. https://dergipark.org.tr/en/pub/kefad/issue/59460/854338

MEB (2011). *Ortaöğretim Türk edebiyatı dersi (9, 10,11 ve12. sınıflar) öğretim programı.* MEB Yayınları.

MEB (2018). *Ortaöğretim Türk dili ve edebiyatı dersi (9, 10, 11 ve 12. sınıflar) öğretim programı.* MEB Yayınları.

Mengi, M. (2007). Metin incelemesi aşamaları, terimleri ve bunlardan biri: Metin tahlili. *Electronic Turkish Studies*, *2*(3), 407-417.

Metin, O. & Ünal, Ş. (2022). İçerik analizi tekniği: İletişim bilimlerinde ve sosyolojide doktora tezlerinde kullanımı. *Anadolu Üniversitesi Sosyal Bilimler Dergisi, 22*(Özel Sayı 2), 273-294. https://doi.org/10.18037/ausbd.1227356

Miles, M, B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded Sourcebook. (2nd ed). Thousand Oaks, CA: Sage.

Mills, G. E. (2003). *Action research. A guide for the teacher researcher.* Upper Saddle River, NJ: Pearson Education, Inc.

Ogur, E. (2022). Türkçe öğretmeni adaylarının konuşma eğitimi dersine yönelik görüşleri. *Uluslararası İnsan ve Sanat Araştırmaları Dergisi, 7*(4), 373-387. https://dergipark.org.tr/en/pub/ijhar/issue/73411/1198067

Patton, M. Q. (2014). *Nitel araştırma ve değerlendirme yöntemleri.* (M. Bütün ve S. B. Demir, çev.) Pegem Akademi.

Polat, A. (2022). Nitel araştırmalarda yarı-yapılandırılmış görüşme soruları: Soru form ve türleri, nitelikler ve sıralama. *Anadolu Üniversitesi Sosyal Bilimler Dergisi, 22*(Özel Sayı 2), 161-182. https://doi.org/10.18037/ausbd.1227335

Poyraz, G. T. (2018). *STEM eğitimi uygulamasında kayseri ili örneğinin incelenmesi ve uzaktan STEM eğitiminin uygulanabilirliği.*(Tez No.494244) [Unpublished master's thesis, Anadolu University-Eskişehir]. Council of Higher Education (YÖK) National Theses Center.

Şahin, M. (2023). Öğretmen adaylarının eğitimde araştırma yöntemleri dersine ilişkin metaforik algı ve görüşleri. *ISPEC International Journal of Social Sciences & Humanities*, *7*(1), 74-94. https://doi.org/10.5281/zenodo.7766236

Taghisoylu, R. (2022). Nitel bir araştırma tekniği olarak: durum çalışması. *Social Mentality and Researcher Thinkers Journal (Smart Journal)*, *6*(33), 1161-1167. DOI : 10.31576/smryj.556

Taş, G., & Akoğlu, K. (2020). Sosyal bilgiler öğretiminde işbirlikli öğrenme yaklaşımının etkisi: Meta-sentez çalışması. *Türk Eğitim Bilimleri Dergisi*, 18(2), 956-983. https://doi.org/10.37217/tebd.790160

Tavşancıl, E. & Aslan, E. (2001). *Sözel, yazılı ve diğer materyaller için içerik analizi ve uygulama örnekleri.* Epsilon Yayınevi.

Torusdağ, G., & Aydın, İ. (2017). *Metindilbilim ve örnek metin çözümlemeleri*. Pegem Akademi Yayıncılık.

Uysal, A. (2010). *Sınıf öğretmenlerinin 2009 hayat bilgisi öğretim programında belirtilen strateji, yöntem ve teknikleri uygulamadaki yeterlik düzeylerinin belirlenmesi.*(Tez No: 302017) [Unpublished master's thesis, Ankara University-Ankara]. Council of Higher Education (YÖK) National Theses Center.

Yeşilpınar Uyar, M. & Doğanay, A. (2018). Öğrenci merkezli strateji, yöntem ve tekniklerin akademik başarıya etkisi: bir meta-analiz çalışması. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, *14*(1), 186-209. https://doi.org/10.17860/mersinefd.334542

Yıldırım, A. & Şimşek, H. (2013). *Qualitative research methods in the social sciences.* 9. baskı. Seçkin Yayıncılık.

Yılmaz, Ö. (2017). Fen öğretmenlerinin tercih ettikleri öğretim strateji, yöntem ve teknikler: Fen öğretmen adaylarının düşünceleri. *Iğdır Üniversitesi Sosyal Bilimler Dergisi*, (12), 493-510. https://dergipark.org.tr/en/pub/igdirsosbilder/issue/66817/1045086

Yüksel, E. (2019). *Türkiye'de iletişim araştırmalarında içerik analizi uygulamaları, sorunlar ve çözüm önerileri. International Euroasia Congress on Scientific Research and recent Trends-V*, (2), Baku, Azerbaijan, pp.134-152.